Classroom Dynamics: A Study About Perceptions Held By Students Of Students With Disabilities In General Education Classrooms

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Abstract

As students go through school, we are exposed to a variety of cultures, backgrounds, races, belief systems, etc. Because students were often separated by learning abilities, knowledge of and interaction with individuals using different learning styles was restricted. Historically, individuals with disabilities[1] have been educated in separate rooms, buildings, schools or not at all. Numerous persons "who spen[t] time in special education … [were] not being prepared for the complex demands of adulthood" (Polloway, 2001). Over the years, students have begun to be taught in integrated settings[2]. However, the nature of these environments does not consistently allow for and promote interaction and building of relationships amongst all students, nor does it provide sufficient opportunity to learn the age appropriate academic skills of their peers (with and without disabilities).

Students must be given opportunities to develop friendships. Planning and support of teachers and parents can further enable and enhance opportunities. One way to facilitate interaction amongst individuals with and without disabilities is through the use of inclusive teaching methods. Many programs are being used in schools across the nation and have been quite successful in facilitating the growth of typical and mutual relationships amongst students who do and do not have disabilities. This study, "Classroom Dynamics: A Study About Perceptions Held By Students Of Students With Disabilities In General Education Classrooms", evaluated the effect of a variety of variables on the perceptions[3] held of students with disabilities by students in the general education classroom. Gender and grade level were evaluated, but more importantly, levels of integration and relationships with people with disabilities were analyzed to determine if any affect is made on perception of people with disabilities. Little research has been completed in this area with no published research specifically related to the above-mentioned variables. This study is intended to

determine how, if any, these variables influence perceptions of people with disabilities, determine if students are in favor of integration of students with disabilities into the general education classroom and encourage further study of integration and inclusion of students with disabilities.

The data to be obtained from the survey is anticipated to benefit the participants and those individuals providing services in an educational environment. The data could provide insight into or prove a correlation exists amongst perceptions of students who have disabilities and integration levels. This study could provide a foundation for further research pertaining to students with and without disabilities learning in the same classrooms. Potential information could determine if benefits outweigh consequences of integrated education. This information would be especially important to students, parents and educators. They are most likely to be in a position to be in contact with or make decisions concerning individuals having different learning abilities, styles and disabilities. Positive perceptions are just one of many possible benefits of integrated education such as increased social skills, socially valued roles, age appropriate education and an appreciation for others (Wolfensberger, 1980).

[1]Disability- Although a socially constructed word, disability in this paper refers to, "a physical or mental impairment that substantially limits one or more of the major life activities of such individual." (http://www.eeoc.gov/policy/ada.html).

[2]Integrated Setting- Education in the most typical and "least restrictive environment" possible. "This refers not only to the physical location of a child's learning, but also to how the child will be taught." (http://idea.ed.gov/explore/home).

[3]Perception- Attaining awareness or understanding (http://www.m-w.com/cgi-in/dictionary?book=Dictionary&va=Perception).

Method

Sample

The number of respondents was determined through cluster sampling[7] (Neuman, 2003). In Kanawha County, West Virgiia schools, there were 2,125, 2,119 and 2,143 students in the fourth, fifth and sixth grades, respectively. The total population of fourth, fifth, and sixth grade in Kanawha County Schools equals 6,387. A sample size of 251 students was obtained and found to be an appropriate sample size for the given population (3.93 % of the population). The obtained sample of 251 students, attending various Kanawha County Schools, took place between September 2007 and April 2008.

Preparation of Questionnaire

A questionnaire of one fill in the blank, one short essay and twenty-three multiple-choice questions was composed covering various aspects of disabilities. This survey methodology was used as the respondents would be familiar with this achievement test format. Topics and language are designed to be age appropriate and can be read to the students if desired. Questions one through four pertain to gender and race/ethnicity. Although respondents were not chosen by these groups, gender will be reflected in analysis of data. Questions 5 through 14 and 18 through 25 were structured to obtain the responders' opinions of a variety of hypothetical situations. Questions 15 through 17 ask the responder about their contact with individuals who have disabilities. The data was anticipated to provide differentiation in perceptions held by those with varying degrees of integration of students with disabilities in their classrooms. Additionally,

different relationships with people with disabilities and grade level were believed to have an effect on students' perceptions. Pre-testing of the questionnaire was achieved through convenience sampling[4] to clarify intent and response to questions.

Questions 11, 13 and 25 were omitted from analysis due to the possibility of misleading data. See Appendix B to view the questionnaire in its entirety. Questions 11, "Are kids who have disabilities left out of activities?" and question 13, "Are kids who do not have disabilities mean to kids who have disabilities?" were found to be misleading. Both questions needed to have a specific amount of time mentioned within the question, such as sometimes or always, to lessen the possibility of misinterpretation by the students. Question 25, which requested students to describe a young man, in a picture, who has a disability, was improperly placed within the questionnaire. As the questionnaire contained the use of positive and appropriate language, (People First Language), students may have been influenced and therefore utilized vocabulary not typical to their everyday language.

Procedure

Prior to administration of the survey, a face-to-face orientation between teachers and myself (local principal investigator and lead investigator) was completed. At that time, intentions of survey were discussed and the letter to parents was provided, as teachers assisted in administration of surveys. An alteration to informed consent was requested and approved. Research was deemed to involve no more than minimal risk, the alteration would not adversely affect the rights or welfare of the subjects and research could not practicably be carried out. Additionally, teachers at Kanawha County schools expressed that recruitment of participants

would be poor due to low response of informed consent forms. Papers were not likely to be taken home or to be signed and returned.

Scoring and Analysis Of Data

Answers to questions five through fourteen and eighteen through twenty-four were coded correct/positive, unaware/neutral, or incorrect/negative. However, for the sake of clarity and ease of comprehension, answers will be referred to as positive, neutral or negative After scoring each question with one of the three mentioned codes, the total number of positive, neutral, negative answers were recorded and analyzed with respect to each of the chosen independent variables.

When analyzing data within each category, responses not fitting into the category were omitted. For example, in the area of relationships, those respondents not declaring relationships within the chosen categories were omitted from analysis. The Chi Square Test was used to determine the significance of relationships amongst perception of people with disabilities and the following categories: Gender, Grade, Relationships, and Level of Integration (Neuman, 2003). The general format for reporting the data is as follows:

I. Sample Description
   Table 1: Generic Presentation of Responses to Demographic Questions

II. Analysis of Variance of the Following Independent Variables With Respect To the Percent of Positive Answers
   Table 2: Generic Presentation Of Percent of Positive Answers By Category

III. Percent of Positive Answers By Subcategory
   Table 3. Generic Presentation of Percent of Positive Answers By Subcategory

Table 1. Generic Presentation of Responses to Demographic Questions

Question	Choice Of Answers	Number Of Responses	Percent Of Responses
1. What is your teacher's last name?	--	--	--
2. What grade are you in?	a. 4	112	45%
	b. 5	81	32%
	c. 6	58	23%
3. Are you a	a. Boy	122	49%
	b. Girl	129	51%
4. Are you	a. White	198	78%
	b. Black	16	7%
	c. Asian (Chinese, Japanese)	5	2%
	d. Other	32	13%

Analysis Of Data By Independent Variable

No significant relationship was found between the percent of positively answered questions and grade level. Significant relationships were found amongst Level of Integration, Relationships, and Gender.

Table 2: Generic Presentation Of Percent of Positive Answers By Category

Category	% of Correct Answers
Grade	66.03%
Level of Integration	65.13%
Relationships	64.26%
Gender	63.02%

The mean percentage of positively answered questions of the above categories fell within a 2.11% range. However, significant differences were found among the subcategories below.

Table 3. Generic Presentation of Percent of Positive Answers By Subcategory

Subcategory Grade	% Positive	% Neutral	% Negative
Fourth grade	65.12%	15.60%	19.29%
Fifth grade	68.56%	14.16%	17.28%
Sixth grade	65.52%	14.94%	19.54%

Subcategory Level Of Integration	% Positive	% Neutral	% Negative
* Level One	71.37%	10.59%	18.04%
** Level Two	60.43%	21.17%	18.40%
*** Level Three	59.09%	19.09%	21.82%
**** Level Four	52.94%	19.22%	27.84%
***** Level Five	57.31%	24.63%	18.06%

* Level One - Classroom with the highest level of integration of students with disabilities.
** Level Two - Classroom with the second highest level of integration of students with disabilities.
*** Level Three - Classroom with the third highest level of integration of students with disabilities.
**** Level Four - Classroom with the fourth highest level of integration of students with disabilities.
***** Level Five - Classroom with the lowest level of integration of students with disabilities.

Subcategory Relationships	% Positive	% Neutral	% Negative
All Three Relationships (15, 16, 17)	69.90%	15.15%	14.95%
Friend With A Disability (15)	63.33%	26.25%	10.42%
Know Person Out of School With A Disability (16)	56.83%	22.86%	20.32%
Family Member With A Disability (17)	66.06%	20.00%	13.94%
Friend/Know Person With A Disability (15, 16)	68.23%	16.77%	15.00%
Friend/Family Member With A Disability (15, 17)	63.33%	16.67%	20.00%
Know Person/Family Member With A Disability (16, 17)	65.93%	19.51%	14.57%
No Relationships With People With Disabilities (None)	62.78%	19.17%	18.06%

Subcategory Gender	% Positive	% Neutral	% Negative
Boys	60.11%	17.10%	22.79%
Girls	65.94%	20.05%	14.01%

Grade

No significant relationship was found amongst perception and grade level. No significant differences were found between fourth, fifth and sixth graders perceptions based on the number of positively answered questions within each subcategory.

Levels of Integration

Levels of Integration were determined by the number and time students with disabilities participated in each general education classroom. A significant relationship was found between perception and levels of integration. Significant differences were found between the number of positively answered questions amongst students in classrooms with higher levels of integration and classrooms with lower levels of integration.

Students in the classroom with the highest level of integration had the highest percent of positively answered questions at 68.38%. The second and third subcategories with the highest percent of positively answered questions were Level 2 and Level 3. The subcategory reporting the lowest level of integration, Level 5, scored second to the lowest percent of positively answered questions. Respondents within Level 4 answered the least amount of questions positively.

Relationships

Significant relationships were found between perception and the type and number of relationships with people with disabilities. Significant differences were found amongst students with a high number of relationships and students with little or no relationships with people with

disabilities. Students declaring to have all three types of relationships listed on the survey (survey questions 15, 16, 17) answered the highest percent of questions positively at 71.18%. The category with the second highest percent of positively answered questions was Family Member With A Disability (survey question 17) at 68.19%. The category with the third highest percent of positive answers was Friend With A Disability and Know Someone Outside Of School With A Disability (survey questions 15, 16) at 68.08%. The fourth highest category was Friend With A Disability and Family Member With A Disability (survey questions 15, 17) at 68.00%.

The lowest four percentages within the relationships category were Friend With A Disability (survey question 15) at 64.00%, No Relationships With People With Disabilities (NONE) at 61.00%, Know Someone Outside Of School With A Disability (survey question 16) at 59.02% and Know Someone Outside Of School With A Disability and Family Member With A Disability (survey questions 16, 17) at 54.66%. One can note that declaration of a family member with a disability was found in three of the four highest scoring subcategories.

Gender

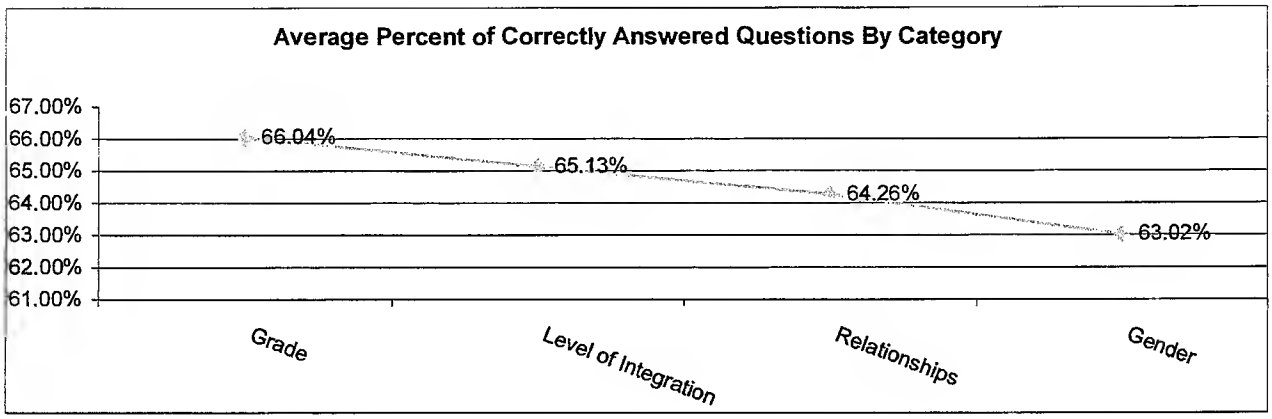
Significant relationships were found between perception and gender. Significant differences were found between male and female respondents. Female respondents had the highest percentage of positive answers, on average, with a percentage of 65.94. Male students had an average of 60.11% of positively answered questions.

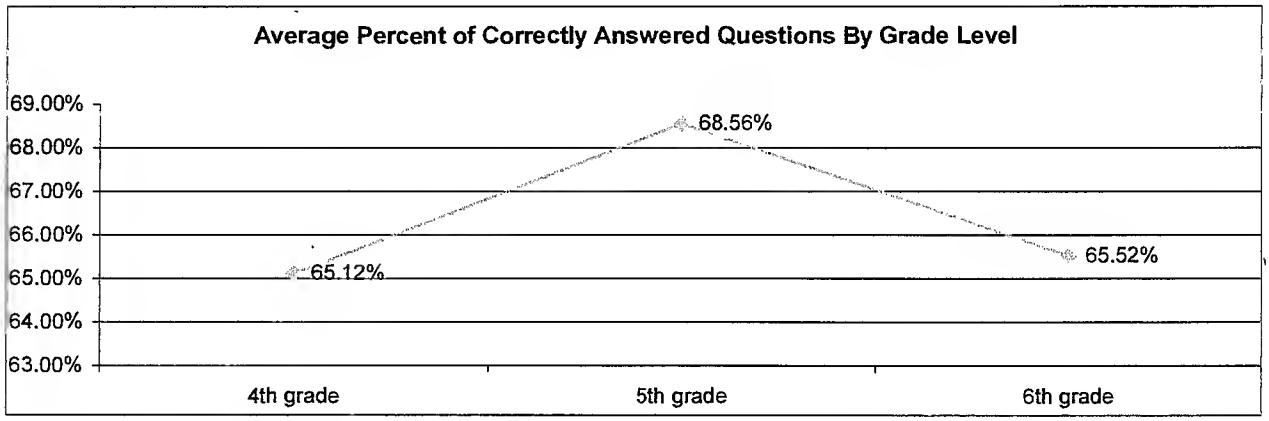
Results

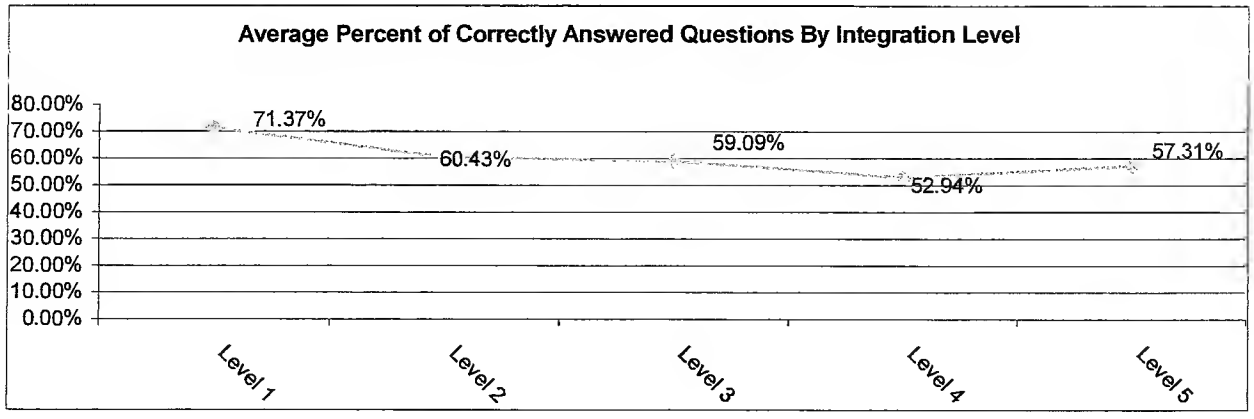
Significant relationships were found amongst the following categories: Level of Integration, Relationships and Gender (Level of Integration: $x2\ (8, n = 3689) = 59.8930,\ P < .05$; Relationships: $x2\ (14, n = 3596) = 42.2127,\ P < .05$; Gender: $x2\ (2, n = 3947) = 45.9045,\ P <$

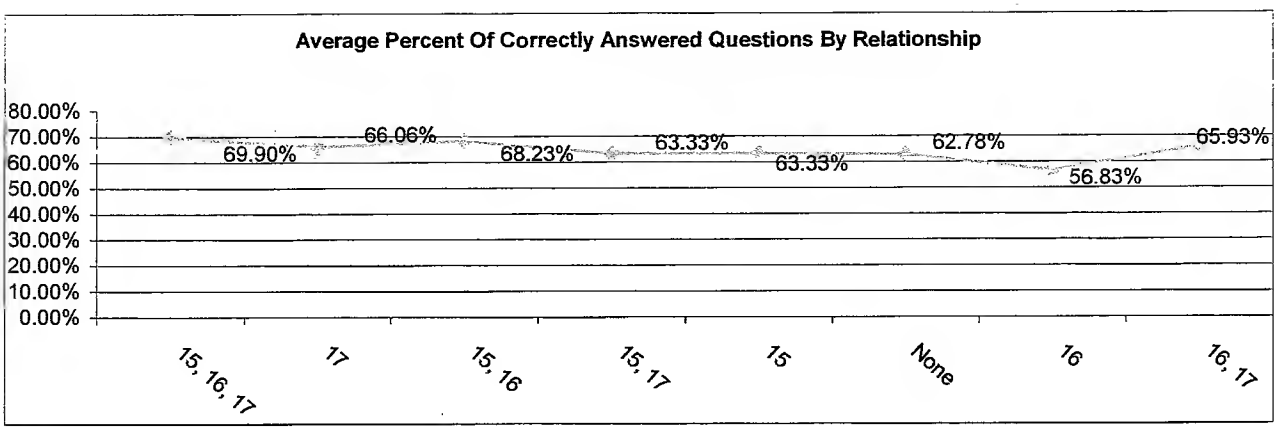
.05). No significant relationship was found within the Grade Level category (x2 (4, n = 3765) = 4.1038, P = NS). See appendix J for Chi Square Test of Independence Tables.

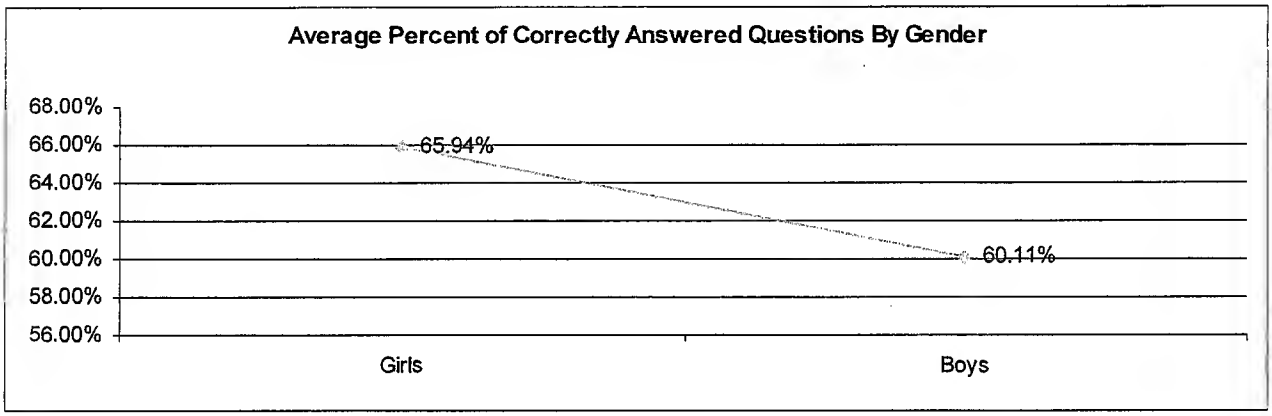
Discussion











The results of the study clearly indicate that a student's perception of people with disabilities is significantly influenced by their gender, relationships with people with disabilities and the level of integration of people with disabilities in their classroom. It could be argued that integration and inclusion in the general education classroom is not only beneficial to perceptions held of people with disabilities, but also to the acquisition of positive and meaningful relationships among the students. Such interaction is beneficial to students with and without disabilities as they are exposed to a variety of social and intellectual abilities. Students have a greater opportunity to become socially adept in interacting with people of different backgrounds. Studies have shown that students learn more effectively from their peers. Through modeling, imitation, and experience, students learn and cultivate customary social behavior and academic

skills. As students observe others with disabilities fulfilling socially valued roles, (such as student, peer, friend) they are more apt to see their commonalities rather than differences and be more accepting of atypical behavior and modes of communication. They are also more likely to see them for whom they are and what they have to offer. When people are valued, they are more likely to receive "the good things in life" and additional valued roles (Wolfensberger, 1980). Valuation is essential to obtaining meaningful relationships and interaction with peers. This approach, of valuing and supporting one another, is enhanced by the relationships one possesses and the amount of positive interaction he or she experiences.

It can also be argued that children are more accepting and possess more positive perceptions of people with disabilities than their elders, overall. Each generation appears to fight harder than the last to attain rights for people with disabilities they should have been afforded all along. Additionally, 60% of the students surveyed in this study felt that all students should learn in the same classroom.

Conclusions

The following conclusions may be obtained from an analysis of the data:

1. The majority of the student sample answered approximately 65% of the selected questions positively.
2. A substantial amount of the student sample answered approximately 50% of questions pertaining to the abilities of people with disabilities more negatively. It should be noted, however, those questions answered negatively pertained to activities completed by people with disabilities that are not commonly observed by people without disabilities or the public in general. Likewise, a similar trend was observed among the questions pertaining

to commonly viewed activities of people with disabilities. Such questions were answered more positively.

3. A substantial amount of the student sample incorrectly/negatively answered questions pertaining to inclusive learning environments. Students who consistently answered inclusive learning environment questions negatively typically had lower integration levels in their classroom and/or little to no relationships with people with disabilities.
4. A substantial amount of the student sample negatively answered questions pertaining to accommodations needed by students with disabilities. (Again, students who consistently answered accomodation questions negatively, typically had lower integration levels in their classrooms and/or little to no relationships with people with disabilities).
5. Relationships appear to have a substantial influence on perceptions held amongst students of people with disabilities.
6. Level of Integration appears to have a substantial influence on perceptions held amongst students of people with disabilities.
7. Gender appears to have a considerable influence on perceptions held amongst students of people with disabilities.
8. Grade level does not appear to have a substantial influence on perceptions held amongst students of people with disabilities. This appears to indicate the age of the individual does not have a direct affect on their perception of people with disabilities.
9. An increased number of relationships with people with disabilities were found to be the most positive influence in respect to answering questions positively. More specifically, students having all three relationships with people with disabilities (Friend With A

Disability, Know Someone Outside of School With A Disability, Family Member With A Disability) answered the greatest percent of questions positively, overall. The following three types of relationships most significantly affected the perception of people with disabilities by the students in a positive manner: Family Member With A Disability (Survey Question 17), Friend With A Disability and Know Someone Outside of School With A Disability (Survey Questions 15, 16) and Friend With A Disability and Family Member With A Disability (Survey Questions 15, 17). Students declaring to have the following relationships, Know Someone Outside of School With A Disability and Family Member With A Disability (Survey Questions 16, 17) answered the lowest percentage of questions positively.

10. Higher levels of classroom integration appear to have a substantial positive effect on perceptions held amongst students of people with disabilities.
11. Being of the female gender appears to have a substantial positive effect on perceptions held amongst students of people with disabilities.

Critique of Research

The following suggestions may be noted for improving the research methodology used in this study.

1. It was found that the originally developed survey contained questions that were unnecessary and did not provide meaningful insight in respect to the reason for the study. Additionally, the wording could have been misleading and caused students to answer incorrectly or differently than they would have otherwise. For example, results for questions 11, 13 and 25 were omitted from analysis. Question 11, "Are kids who have

disabilities left out of activities?" should have been structured to included the degree to which students with disabilities were being left out. As it was presented, it may have been mistaken as kids being left out all the time rather than occasionally or frequently. Again, the same problem was found with question 13, "Are kids who do not have disabilities mean to kids who have disabilities?". The question may have been misunderstood and caused the data to be inaccurate. Data collected from question 25 (the picture of a boy with a disability involved in an activity) may have also been skewed due to faulty placement within the questionnaire (See Appendix B to view the survey). Question 25 was the last question presented on the survey.

It is possible, students were influenced by the use of People First Language throughout the survey and thus using more positive descriptive language than they otherwise would have used. Overall, data collected from question 25 was positive in nature. A substantial number of students used positive language to describe the young man with a disability in the picture. The language often included, but was not limited to use of: People First Language, description of facial expression/mood and description of activity (Snow, 2001). Acknowledging these areas is important as it shows the respondent s awareness of the young man's ability to participate in physical activity although he has a physical disability. It also shows he or she does not focus only on the disability.

On a positive note, if students were influenced, it indicates that students could come to have more positive perceptions of and perhaps more positive and meaningful relationships with people with disabilities. On the other hand, it is possible they could be just as easily negatively influenced if exposed to negative information. A negatively worded survey administered to the same group of students would be necessary to determine this kind of

influence. However, such a study is not feasible as it could cause negative attention, perception and behavior to be directed toward students with disabilities. It could also cause negative feelings within and/or amongst students with disabilities as they too participate in the study.

2. Future research could aim to survey students in more geographically, ethnically and culturally diverse locations to obtain more normatively accurate sample of students. West Virginia is geographically rural in nature and thus having decreased diversity in some locations of the state. The sample of students obtained did not reflect the cultural or ethnic diversity of the state as a whole. Data obtained for all categories, especially the grade level category may show new or stronger correlations if data were obtained for a more normative population. The sixth grade sample comprised 11% of the total sample while fifth grade comprised 37% and fourth grade comprised 52%. Additionally, a more diverse sample of Levels of Integration (number and time spent by students with disabilities in the general education classroom) would be suggested with each level comprising a similar percent of the total sample size. The relationships and gender categories were more equally represented within this study.

Recommendations

This appendix represents recommendations for future research in the area of the effects and benefits of integration of students with disabilities in the general education classroom. The following recommendations are made:

1. A research study should be conducted to further investigate the effects of integration on the perceptions held by students of people with disabilities with similar sample sizes in each level of integration.
2. A research study should be conducted to further investigate the effects of relationships on the perceptions held by students of people with disabilities with similar sample sizes in each subcategory and those combinations of subcategories investigated in this study. (See Table Three for listing of Relationship subcategories).
3. A research study should be conducted to further investigate how and why gender can and/or does influence the perception of people with disabilities.
4. A research study should be conducted to further investigate the effect of grade level/age on students' perception of people with disabilities. The results of this study suggest no significant relationship amongst grade level/age and perception. The amount of geographical, ethnic and cultural diversity of the sixth grade sample was limited, even more so than the remainder of the total sample, and thus possibly skewed data results were obtained.
5. A research study should be conducted to survey the same sample of students at predetermined intervals over time to determine if student's perception of people with disabilities changes based on grade level/age, level of integration and/or relationships.
6. A research study should be conducted to determine if perceptions of people with disabilities within each gender changes with age. Specifically, one could determine if the change(s) is positive, negative and/or if the gap amongst genders increases, decreases or remains relatively constant.

7. A research study should be made to determine if a teacher's perceptions of people with disabilities and integration into the general education classroom influences students' perceptions of people with disabilities and integration into the general education classroom.

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Appendix A

Review Of Literature

Review of Literature

Though disability studies have increased tremendously over the last half a century, there has been little research in regards to inclusive teaching methods and their consequences. Much of the surveyed research of developmental disabilities include diagnosis prevalence, characteristics and treatment, as well as sexual development, health disparities, supports and transitions, integration, living arrangements, services and costs and augmentative devices. Little to no surveyed research has been conducted to show how one's amount of contact[5] with individuals with disabilities in a classroom relates to and impacts their perception of and level of interaction with persons who have disabilities.

Review of literature, indicated "there must be acceptance of the child with disabilities by other children" before friendships can occur and blossom (Boutot, 2007). One-way children, as well as the rest of society, come to accept others are through knowledge of and interaction with others. So many fear and/or avoid the unknown. This could be for many reasons: misconceptions, stereotypes, discomfort, fear of miscommunication, etc. Through education, we can begin to see more than our differences; our similarities. We can also begin to understand one another. Understanding is necessary for acceptance (knowledge, patience, tolerance) to take place. Since people tend to associate with those they share commonalities and learning about one another can lead to realization of similarities, knowledge of disabilities could increase the likelihood of social interaction. "Although acceptance does not always mean friendships," [studies indicated that children with disabilities educated] "in inclusion classrooms were, in fact, members of a meaningful social group" (Farmer & Farer, 1996).

[5]Contact- "A communicative interaction; the activity of communicating" (http://www.thefreedictionary.com/contact).

social group" (Farmer & Farer, 1996).

It is also argued that in addition to elaborating on similarities, "teachers should embrace… rather than try to ignore difference(s)… so children realize we are all different in different ways" (Sapon-Shevin, 2007). Society needs to realize as a whole that being different is not something to be viewed negatively or associated with limitations. We are all different and require adaptations at some point in our lives. In an article by James McLeskey and Nancy Waldron titled "Making Differences Ordinary in Inclusive Classrooms," ways to make adaptations ordinary include: using the most natural supports possible in classroom, using the least intrusive effective supports, keeping the rhythm of the day as typical as possible, and offering assistance and adaptations to all students. In an example given by the authors, a general and special education teacher shared roles within a special education classroom. "Both of them worked with typical students as well as students with difficulties" (McLeskey & Waldron, 2007). Thus, the stigma of being taught by a special education teacher is diminished and the most natural and least intrusive supports are provided.

Secondly, all students are given the option to have test questions read to them. Students with and without disabilities were able to choose this test method and leave the room. This method supports a more typical schedule as a specific group of students are not targeted and asked to leave the classroom. Additionally, further education does not commence until all students have returned to the classroom. This is just one way to "ensure that differences become ordinary in the general education classroom and … students with disabilities become part of the learning and social community of the classroom" (McLeskey & Waldron, 2007). One can conclude that there must be collaboration amongst general and special education teachers, making "curriculum, instruction and organization of the classroom accommodating to all students and provide support to learning, not services, to children with disabilities" (McLeskey &

Waldron, 2007). According to Susan Baglieri and Janice Knopf, inclusive methods "provide multiple opportunities to participate in the learning community, [where] student learning is both social and individualized and is reinforced through interaction with knowledge..."(2004). Inclusion of all students in general education is "critically important for creating societies that recognize and embrace human variation" (Baglieri & Knopf, 2004). The ability to see differences as natural occurrences can lead to a positive alteration in perceptions of people with disabilities.

In the article, "Activity Genre: A New Approach to Successful Inclusive Teaching", Torill Moen shares the concept of speech genre developed by Mikhail Bakhtin[6]. This term is referred to as "...a typical form (a type) of utterance as such the genre also includes a certain typical kind of expression that inherits it" (Moen, 2005). In the genre, the word acquires a typical expression. Genre corresponds to typical situations of speech communication" (Moen 2005). Moen further described Bakhtin's concept as such:

> The concept of speech genre therefore allows us to focus on appropriate
> speech communication connected to various typical situations and ...
> is given to [us] in the same way as ... acquir[ing] national language;
> not from dictionaries and grammars but from concrete utterances.
> Concrete behaviors [are] encountered in social context ... as well (Moen, 2005).

Further into the article, Moen describes a learning activity, "The Float or Sink Story", that was observed and videotaped. Students are asked to sit in the floor by their desks and place their workbooks in their seats to write in them. Some students are asked to sit in their seats to

[6]Additional information about Speech Genre and Mikhail Bakhtin can be found at (http://www.iep.utm.edu/b/bakhtin.htm).

keep from being overcrowded. The teacher has a bucket of water, a rock and a pencil in front of her. During this lesson, the children raise their hands to ask and answer questions. If a student becomes too loud or interrupts someone, he or she is reminded to use manners by gesture prompts by the teacher. Moen says of this activity, "The participants in the story presented (Ann and her pupils), cannot individually decide from the activity and the context which interaction script to use" (Moen, 2005). Almost unnecessary to say, this claim corresponds to the theory of speech genre. It is the activity setting itself that influences the choice of script. Years of social interaction, or scripts, allow the children to observe the setting and choose behavior and dialog that corresponds to the activity.

Once again it is pointed out that opportunities, practice, reinforcements and feedback are necessary to gain the ability to choose appropriate language and behaviors. Opportunities are diminished when students with disabilities do not participate in general education classrooms. Additionally, "consideration of curricular design must begin at the elementary level in order to overcome the problems that otherwise may be recognized at the secondary or postsecondary level" (Polloway, 2001). Academic, social and emotional needs are not being met in many special education students' education programs. Because of this, "a large percentage of the students who have special needs do not find the school experience valuable and are dropping out" (Polloway, 2001).

Teaching individuals with disabilities in the classroom of generally educated students, but not including them in the learning and social community, will not likely increase their academic skills or social interaction. However, facilitating interaction amongst students as well as educating students and teachers about disabilities to provide them with a better understanding of the abilities and assets students with disabilities can share with society could lead to a higher

educational value. Most importantly, it could lead to higher socially valued roles like friend, student, etc. (Wolfensberger, 1980). Review of literature and personal experiences have led to a belief that there is a connection between integration in the general education classroom and successful socialization amid students with and without disabilities. Many positive and inclusive approaches, like facilitated interaction, group work where all students must contribute, etc., would most likely give the most constructive effect. A survey of perceptions amongst students with and without disabilities may give insight to the ways integration is beneficial. From the survey, it is anticipated that a noticeable difference in perceptions of students with disabilities amongst students with and without disabilities in classrooms where integration is high versus classrooms where integration is low. There should be a correlation between perception and amount of time a special education student(s) participate in the general education classroom. For instance, if there is a high level of integration, it can be predicted that there will be a more positive perception held of students with disabilities. It is also probable one would see the same connection in a classroom of low integration: more negative perception of students with disabilities. Presently, there is no notable statistical information available regarding the relationship between integration and students with and without disabilities. It is anticipated that this questionnaire can give some insight and a foundation from which to build upon to gain an increased understanding of the consequences of integration.

Appendix B

Student Survey

Student Survey

1. What is your teacher's last name? _____

2. What grade are you in?
   a. 4
   b. 5
   c. 6

3. Are you a
   a. Boy
   b. Girl

4. Are you
   a. White
   b. Black
   c. Asian (Chinese, Japanese)
   d. Other

The next set of questions will ask for your opinion on different things. Please answer honestly. Circle the best answer.

5. Can a boy who uses a wheelchair play basketball?
   a. Yes b. No c. I don't know

6. Can a girl who is deaf (can't hear) play video games?
   a. Yes b. No c. I don't know

7. Can a teacher who is blind (can't see) cook dinner for her family?
   a. Yes b. No c. I don't know

8. Have you ever been mean to a person who has a disability?
   a. Yes b. No c. I don't know

9. Is it important for desks and tables to be far enough apart for a student using a wheelchair to be able to go between them?
   a. Yes b. No c. I don't know

10. Should students with disabilities and students without disabilities learn in the same classroom?
   a. Yes b. No c. I don't know

11. Are kids who have disabilities left out of activities?
   a. Yes b. No c. I don't know

12. Should kids who are loud or can't sit still learn in a different classroom?
   a. Yes b. No c. I don't know

13. Are kids who do not have disabilities mean to kids who have disabilities?
   a. Yes b. No c. I don't know

14. Can kids who have disabilities be smart?
a. Yes b. No c. I don't know

15. Do you have a friend who has a disability?
a. Yes b. No

16. Do you know someone outside of school who has a disability?
a. Yes b. No c. I don't know

17. Do you have a family member who has a disability?
a. Yes b. No c. I don't know

18. Should students who have disabilities be taught in a different classroom?
a. Yes b. No c. I don't know

19. Can someone who uses a wheelchair be as smart as someone who doesn't use one?
a. Yes b. No c. I don't know

20. Is it fair for a student who has a disability to go to lunch, their locker or their bus early?
a. Yes b. No c. I don't know

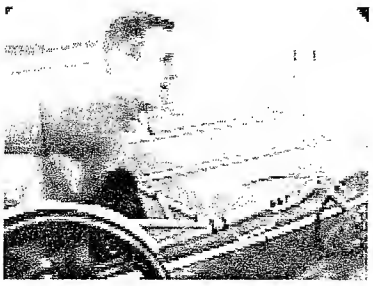
21. Can kids who have disabilities be included in games at recess?
a. Yes b. No c. I don't know

22. Is it better for a kid who has a disability to go to the same school as his brother and sister instead of a school just for kids who have disabilities?
a. Yes b. No c. I don't know

23. Could a kid who has a disability play a sport better than you?
a. Yes b. No c. I don't know

24. Is it possible, for a kid who is deaf, to make a phone call?
a. Yes b. No c. I don't know

25. Describe the kid in this picture.



_____

_____

Appendix C

Teacher Instruction

Teacher Instruction

Send the provided consent form home to parents at a minimum of one week prior to the completion of surveys. Also, please not that research does not involve greater than minimal risk. Consent forms must only be signed and returned if the parent desires for their child to not participate. The Mountain State University Institutional Review Board has approved consent form modifications. Please do not provide additional instruction about disabilities prior to the survey to avoid altered perceptions and incorrect data. Prior to disbursement of survey forms, explain what a disability is and provide examples based on those provided to you by the lead investigator. The following definition for disability should be provided: "A physical or mental impairment that [can] limit major life activities of an individual" (Reynolds, 2003). Additionally, several examples of disabilities should be provided. Some examples of a disability are Blindness or vision loss, Deafness or hearing loss, Spina Bifida, Color Blindness, Autism, Down syndrome, Hyperactivity, and Learning Disabilities. All disabilities effect people in different ways. One person who has Spina Bifida may not even know they have it at all while another person may need to use a wheelchair.

After all surveys are completed, collect and place them inside the envelope provided to you. Envelopes will not be opened until data is ready to be compiled. This precaution will be taken to maintain privacy for all students. It will also give the students added reassurance to give more honest answers.

Appendix D

Student Instruction

Student Instruction

The questionnaire handout will not have any effect on your grades. Please answer honestly and stick with your first answer, as there are not right or wrong answers. No one will know how you answered each question because your name will not be written on the survey and all surveys will be placed in a sealed envelope when your class is finished. If you do not want to participate in the survey, you do not have to. Just let your teacher know. If you do participate, you do not have to answer any question you do not want to.

Appendix E

Letter To Parents/Consent Form

Letter to Parents/Consent Form

Dear Parents,

My name is Tiffany Wiseman. I graduated college from West Virginia State University where I received my Bachelor's Degree. I am currently completing a Master's Degree in Disability Studies from Mountain State University. I have a strong desire to ensure all the students attending your child's school and others are learning in best possible settings with positive educational and social experiences. I am conducting research in the area of inclusive learning environments. I will be giving students a survey about thoughts and feelings. Some schools teach students of all learning abilities and styles in the same classroom, while other schools do not. I would like to know how the students feel about this. Participation is voluntary and students can decide to stop participation at any time.

There are no anticipated risks to participants. Questions are designed to be free of bias or pressure to choose a specific answer and to discourage any social or psychological effects. In order to further eliminate risks to participants, all surveys are confidential and no identifying information of students will be collected. Surveys will be collected immediately after completion to avoid the sharing of answers amongst students. Students will be provided a definition and short explanation of a disability. They will then begin a survey with an expected duration of 20 to 25 minutes. Afterward, surveys will be collected, placed in a sealed envelope and students will be given opportunity to ask questions and engage in a short class discussion.

After the completion of surveys at your child's school, an age appropriate book about disabilities will be donated to your child's school library. If you would rather your child not participate, please return this letter with your child's name and your signature within one week of today's date to your child's teacher. Students NOT returning the letter will be considered for participation in the survey. All questions pertaining to research or participants' rights can be directed to the following email address, tcwiseman83@aol.com, or to Wayne Ellis, Principal Investigator, at 304-929-1576.

Thank you for your time and cooperation,

Tiffany Wiseman

I have read the procedures described above and DO NOT GIVE consent for my child, _____, to participate in Classroom Dynamics: A Study about Perceptions Held by Students of Students with Disabilities in General Education Classrooms.

Parent/Guardian Signature: _____Date: _____

Parent/Guardian Signature: _____Date: _____

You should receive a copy of this form after signing it

Appendix F

Letter To Teachers

Letter to Teachers

In addition, a follow up letter was provided to each teacher on the day of survey completion to facilitate a class discussion about disabilities. Information provided could be used in conjunction with general teaching methods. The letter was presented as follows:

Dear Teachers,

After the survey, your students may have questions in relation to information or ethical issues concerning disabilities. In addition to general teaching of this information, studies show that group work necessitating input from all students, facilitated interaction amongst students as well as modeling positive behavior and interaction are some of the most effective ways to encourage understanding and acceptance (Bierman and Furman, 1984). You may want to reiterate a definition and discuss the different types of disabilities such as physical and mental as well as giving examples of each type; Spina Bifida and Down Syndrome, respectively. When talking about disabilities, try to stay away from negative and deficit based words. Concentrate on explaining how having a disability just means you have a different way of seeing, feeling, learning, talking, etc. Your children may want to ask questions privately. Questions could be read aloud and discussed or returned privately with your answer.

You may also want to discuss People First Language (Snow, 2001). People First Language is a way of thinking and speaking that "puts the person before the disability, and it describes what a person has, not who a person is" (Snow, 2001). For example, one would say a child has autism rather than saying he is autistic. The same rule is applied to equipment used by a person who has a disability. Instead of saying a person is bound or confined to a wheelchair, you would say the person uses a wheelchair. A pamphlet is included pertaining to People First Language

During discussions, emphasize how we all are different and that differences are normal. You may also want to concentrate on similarities amongst all children (with and without disabilities). Because we naturally tend to associate with and accept those who are similar to us, children need to know that a child who has a disability is just like them yet may have a different way of doing things. Help children to understand that we all have the same needs and desires. I am always open to other thoughts and ideas about educating students with respect to disabilities. Please feel free to share those with me via email at tcwiseman83@aol.com.

Thank you for your time and participation,

Tiffany Wiseman

Due to the possibility of social or psychological risks in response to the survey, outside resources were obtained. If after the survey students require additional discussion of survey topics, the Executive Director of the West Virginia Developmental Disabilities Council and a Specialized Teacher of the Deaf have agreed to consult with the children.

Appendix G

Institutional Review Board Approval Letter To Test Subjects

Memorandum for Record

To: Tiffany Wiseman

From: Dr. Wayne Ellis

Date: 11/13/2007

Re: IRB Action Number: **2007-30**
Researchers: Tiffany Wiseman

In accordance with the requirements specified on page 7 of Mountain State University's ***Manual of Policies and Procedures Governing Research***, the Institutional Review Board (IRB) of Mountain State University has reviewed this research proposal. Specific areas of review were:

- Nature of the research: Classroom Dynamics: A study about perception held by students of students with disabilities in General Education classrooms.
- Privacy protection procedures: There is no need to maintain specific/personal information on individual participants; therefore, reasonable record maintenance protocols are sufficient.
- Data safeguard procedures: Reasonable care.
- Maintenance of data after research is complete- recommendation is for destruction of any records that might reveal the specific identity of the participants upon completion of the paper.

Conclusion of Review:

- This research is **approved.** There is no risk of harm.

Wayne E. Ellis

Wayne E. Ellis, Ph.D., CRNA
Chair, Mountain State University IRB

Appendix H

Chi Square Test of Independence Tables

Chi Square Test of Independence

Tables By Category

Grade

Observed Frequencies

	# Correct	# DK	# Incorrect
4th grade	1094	262	324
5th grade	833	172	210
6th grade	570	130	170

Expected Frequencies

	# Correct	# DK	# Incorrect
4th grade	1114	252	314
5th grade	806	182	227
6th grade	577	130	163

$R = 3$
$C = 3$
$df = (R-1)(C-1)$

$df = (3-1)(3-1)$
$df = 4$

Critical x^2 Value = 9.49

x2 = 4.1038
x2 is < critical value by 5.3862
Suggests no significant relationship between grade and perception.

x2 (4, n = 3765) = 4.1038, P=NS

Levels of Integration

Observed Frequencies

	# Correct	# DK	# Incorrect
Level 1 Students	182	27	46
Level 2 Students	197	69	60
Level 3 Students	195	63	72
Level 4 Students	135	49	71
Level 5 Students	1510	649	476

Expected Frequencies

	# Correct	# DK	# Incorrect
Level 1 Students	149	57	49
Level 2 Students	190	74	62
Level 3 Students	193	74	63
Level 4 Students	149	57	49
Level 5 Students	1538	594	503

$R = 5$
$C = 3$
$df = (R-1)(C-1)$

$df = (5-1)(3-1)$
$df = 8$

Critical x^2 Value = 15.51

x2 = 59.8930
x2 is > critical value by 44.3830
Suggests significant relationship
between level of integration
and perception.

x2 (8, n = 3689) = 59.8930, P < .05

Relationships

Observed Frequencies

	# Correct	# DK	# Incorrect
All three relationships (15, 16, 17)	692	150	148
Friend with a disability (15)	152	63	25
Know person out of school with disability (16)	179	72	64
Family member with a disability (17)	109	33	23
Friend/Know person with a disability (15, 16)	655	161	144
Friend/Family member with a disability (15, 17)	57	15	18
Know person/Family member with a disability (16, 17)	267	79	59
No relationships with people with disabilities (None)	226	69	65
Totals	2337	642	546

Expected Frequencies

	# Correct	# DK	# Incorrect
All three relationships (15, 16, 17)	656	180	153
Friend with a disability (15)	159	44	37
Know person out of school with disability (16)	209	57	49
Family member with a disability (17)	109	30	26
Friend/Know person with a disability (15, 16)	636	175	149
Friend/Family member with a disability (15, 17)	60	16	14
Know person/Family member with a disability (16, 17)	269	74	63
No relationships with people with disabilities (None)	239	66	56
Totals	2337	642	546

$R = 8$

$C = 3$

$df = (R-1)(C-1)$

$df = (8-1)(3-1)$

$df = 14$

Critical x^2 Value = 23.68

x2 = 42.2127

x2 is > critical value by 18.5327

Suggests significant relationship between relationships and perception.

x2 (14, n = 3596) = 42.2127, P < .05

Gender

Observed Frequencies

	# Correct	# DK	# Incorrect
Boys	1100	313	417
Girls	1276	388	271
Totals	2376	701	688

Expected Frequencies

	# Correct	# DK	# Incorrect
Boys	1155	341	334
Girls	1221	360	354
Totals	2376	701	688

$R = 2$
$C = 3$
$df = (R-1)(C-1)$

$df = (2-1)(3-1)$
$df = 2$

Critical x^2 Value = 5.99

x2 = 45.9045
x2 is > critical value by 39.9145
Suggests significant relationship
between gender and perception.

x2 (2, n = 3947) = 45.9045, P < .05

Appendix I

Generic Presentation Of Responses To Survey Questions By Category

Table 2. Generic Presentation Of Responses To Questions By Grade Continued

The Correct Or Positive Answer Is Marked By An Asterick
See Table 1 For Answers To Demographic Questions

Question	Choice Of Answers		Number Of Responses Fourth Grade	Percent Of Responses	Number Of Responses Fifth Grade	Percent Of Responses	Number Of Responses Sixth Grade	Percent Of Responses
5. Can a boy who uses a wheelchair play basketball?	a. Yes	*	103	92%	79	98%	50	86%
	b. No		4	4%	2	2%	6	10%
	c. I don't know		5	4%	0	0%	2	3%
6. Can a girl who is deaf (can't hear) play video games?	a. Yes	*	84	75%	73	90%	49	84%
	b. No		17	15%	6	7%	8	14%
	c. I don't know		11	10%	2	2%	1	2%
7. Can a teacher who is blind (can't see) cook dinner for her family?	a. Yes	*	26	23%	11	14%	17	29%
	b. No		44	39%	35	43%	20	34%
	c. I don't know		42	38%	35	43%	21	36%
8. Have you ever been mean to a person who has a disability?	a. Yes		96	86%	63	78%	48	83%
	b. No	*	7	6%	10	12%	5	9%
	c. I don't know		9	8%	8	10%	5	9%
9. Is it important for desks and tables to be far enough apart for a student using a wheelchair to be able to go between them?	a. Yes	*	82	73%	71	88%	52	90%
	b. No		21	19%	7	9%	5	9%
	c. I don't know		9	8%	3	4%	1	2%
10. Should students with disabilities and students without disabilities learn in the same classroom?	a. Yes	*	75	67%	57	70%	22	38%
	b. No		25	22%	14	17%	19	33%
	c. I don't know		12	11%	10	12%	17	29%

Table 2. Generic Presentation Of Responses To Questions By Grade Continued

The Correct Or Positive Answer Is Marked By An Asterick
See Table 1 For Answers To Demographic Questions

Question	Choice Of Answers		Number Of Responses Fourth Grade	Percent Of Responses	Number Of Responses Fifth Grade	Percent Of Responses	Number Of Responses Sixth Grade	Percent Of Responses
11. Are kids who have disabilites left out of activities?								
12. Should kids who are loud or can't sit still learn in a different classroom?	a. Yes		55	49%	44	54%	20	34%
	b. No	*	29	26%	20	25%	12	21%
	c. I don't know		28	25%	17	21%	26	45%
13. Are kids who do not have disabilities mean to kids who have disabilities?								
14. Can kids who have disabilities be smart?	a. Yes	*	105	94%	78	96%	55	95%
	b. No		5	4%	1	1%	3	5%
	c. I don't know		2	2%	2	2%	0	0%
18. Should students who have disabilities be taught in a different classroom?	a. Yes		81	72%	55	68%	25	43%
	b. No	*	17	15%	12	15%	15	26%
	c. I don't know		14	13%	14	17%	18	31%
19. Can someone who uses a wheel-chair be as smart as someone who doesn't use one?	a. Yes	*	99	88%	76	94%	55	95%
	b. No		10	9%	3	4%	3	5%
	c. I don't know		3	3%	2	2%	0	0%

Table 2. Generic Presentation Of Responses To Questions By Grade Continued

The Correct Or Positive Answer Is Marked By An Asterick
See Table 1 For Answers To Demographic Questions

Question	Choice Of Answers		Number Of Responses Fourth Grade	Percent Of Responses	Number Of Responses Fifth Grade	Percent Of Responses	Number Of Responses Sixth Grade	Percent Of Responses
20. Is it fair for a student who has a disability to go to lunch, their locker or bus early?	a. Yes	*	47	42%	38	47%	48	83%
	b. No		23	21%	18	22%	6	10%
	c. I don't know		42	38%	25	31%	4	7%
21. Can kids who have disabilities be included in games at recess?	a. Yes	*	104	93%	74	91%	45	78%
	b. No		8	7%	7	9%	10	17%
	c. I don't know		0	0%	0	0%	3	5%
22. Is it better for a kid who has a disability to go to the same school as his brother and sister instead of a school just for kids who have disabilities?	a. Yes	*	46	41%	50	62%	32	55%
	b. No		42	38%	18	22%	17	29%
	c. I don't know		24	21%	13	16%	9	16%
23. Could a kid who has a disability play a sport better than you?	a. Yes	*	66	59%	46	57%	38	66%
	b. No		35	31%	30	37%	15	26%
	c. I don't know		11	10%	5	6%	5	9%
24. Is it possible, for a kid who is deaf, to make a phone call?	a. Yes	*	25	22%	18	22%	14	24%
	b. No		37	33%	27	33%	26	45%
	c. I don't know		50	45%	36	44%	18	31%

Table 3. Generic Presentation Of Responses To Questions By Grade Continued

The Correct Or Positive Answer Is Marked By An Asterick
See Table 1 For Answers To Demographic Questions

Question	Choice Of Answers		Number Of Responses Boys	Percent Of Responses	Number Of Responses Girls	Percent Of Responses
5. Can a boy who uses a wheelchair play basketball?	a. Yes	*	101	83%	124	96%
	b. No		14	15%	1	1%
	c. I don't know		7	47%	4	3%
6. Can a girl who is deaf (can't hear) play video games?	a. Yes	*	91	75%	105	81%
	b. No		15	83%	7	5%
	c. I don't know		16	23%	17	13%
7. Can a teacher who is blind (can't see) cook dinner for her family?	a. Yes	*	18	15%	31	24%
	b. No		71	58%	38	29%
	c. I don't know		33	27%	60	47%
8. Have you ever been mean to a person who has a disability?	a. Yes		97	80%	108	84%
	b. No	*	11	9%	7	5%
	c. I don't know		14	11%	14	11%
9. Is it important for desks and tables to be far enough apart for a student using a wheelchair to be able to go between them?	a. Yes	*	92	75%	95	74%
	b. No		17	14%	11	9%
	c. I don't know		13	11%	23	18%
10. Should students with disabilities and students without disabilities learn in the same classroom?	a. Yes	*	63	52%	76	59%
	b. No		30	25%	23	18%
	c. I don't know		29	24%	30	23%

Table 3. Generic Presentation Of Responses To Questions By Grade Continued

The Correct Or Positive Answer Is Marked By An Asterick
See Table 1 For Answers To Demographic Questions

Question	Choice Of Answers		Number of Responses Boys	Percent Of Responses	Number of Responses Girls	Percent Of Responses
11. Are kids who have disabilites left out of activities?						
12. Should kids who are loud or can't sit still learn in a different classroom?	a. Yes		62	51%	74	57%
	b. No	*	34	28%	33	26%
	c. I don't know		26	21%	22	17%
13. Are kids who do not have disabilities mean to kids who have disabilities?						
14. Can kids who have disabilities be smart?	a. Yes	*	107	88%	115	89%
	b. No		11	9%	6	5%
	c. I don't know		4	3%	8	6%
18. Should students who have disabilities be taught in a different classroom?	a. Yes		76	62%	85	66%
	b. No	*	23	19%	21	16%
	c. I don't know		23	19%	23	18%
19. Can someone who uses a wheel-chair be as smart as someone who doesn't use one?	a. Yes	*	100	82%	119	92%
	b. No		13	11%	4	3%
	c. I don't know		9	7%	6	5%

Table 3. Generic Presentation Of Responses To Questions By Grade Continued

The Correct Or Positive Answer Is Marked By An Asterick
See Table 1 For Answers To Demographic Questions

Question	Choice Of Answers		Number of Responses Boys	Percent Of Responses	Number of Responses Girls	Percent Of Responses
20. Is it fair for a student who has a disability to go to lunch, their locker or bus early?	a. Yes	*	69	57%	57	44%
	b. No		37	30%	41	32%
	c. I don't know		16	13%	31	24%
21. Can kids who have disabilities be included in games at recess?	a. Yes	*	98	80%	107	83%
	b. No		10	8%	8	6%
	c. I don't know		14	11%	14	11%
22. Is it better for a kid who has a disability to go to the same school as his brother and sister instead of a school just for kids who have disabilities?	a. Yes	*	56	46%	63	49%
	b. No		36	30%	17	13%
	c. I don't know		30	25%	49	38%
23. Could a kid who has a disability play a sport better than you?	a. Yes	*	56	46%	86	67%
	b. No		24	20%	6	5%
	c. I don't know		42	34%	37	29%
24. Is it possible, for a kid who is deaf, to make a phone call?	a. Yes	*	14	11%	31	24%
	b. No		71	58%	48	37%
	c. I don't know		37	30%	50	39%

Table 4. Generic Presentation Of Responses To Survey By Levels Of Integration

The Correct Or Positive Answer Is Marked By An Asterick

See Table 1 For Answers To Demographic Questions

Question	Choice Of Answers		Number Of Responses Level 1	Percent Of Responses	Number Of Responses Level 2	Percent Of Responses	Number Of Responses Level 3	Percent Of Responses
5. Can a boy who uses a wheelchair play basketball?	a. Yes	*	16	94%	21	95%	20	91%
	b. No		0	0%	0	0%	0	0%
	c. I don't know		1	6%	1	5%	2	9%
6. Can a girl who is deaf (can't hear) play video games?	a. Yes	*	15	88%	17	77%	16	73%
	b. No		1	6%	3	14%	1	5%
	c. I don't know		1	6%	2	9%	5	23%
7. Can a teacher who is blind (can't see) cook dinner for her family?	a. Yes	*	11	65%	7	32%	2	9%
	b. No		2	12%	8	36%	12	55%
	c. I don't know		4	24%	7	32%	8	36%
8. Have you ever been mean to a person who has a disability?	a. Yes		14	82%	18	82%	17	77%
	b. No	*	3	18%	2	9%	2	9%
	c. I don't know		0	0%	2	9%	3	14%
9. Is it important for desks and tables to be far enough apart for a student using a wheelchair to be able to go between them?	a. Yes	*	16	94%	12	55%	18	82%
	b. No		0	0%	2	9%	1	5%
	c. I don't know		1	6%	8	36%	3	14%
10. Should students with disabilities and students without disabilities learn in the same classroom?	a. Yes	*	12	71%	13	59%	16	73%
	b. No		3	18%	1	5%	4	18%
	c. I don't know		2	12%	8	36%	2	9%

Table 4. Generic Presentation Of Responses To Survey By Levels Of Integration

The Correct Or Positive Answer Is Marked By An Asterick

See Table 1 For Answers To Demographic Questions

Question	Choice Of Answers		Number Of Responses Level 1	Percent Of Responses	Number Of Responses Level 2	Percent Of Responses	Number Of Responses Level 3	Percent Of Responses
11. Are kids who have disabilites left out of activities?								
12. Should kids who are loud or can't sit still learn in a different classroom?	a. Yes		3	18%	5	23%	6	27%
	b. No	*	12	71%	10	45%	13	59%
	c. I don't know		2	12%	7	32%	3	14%
13. Are kids who do not have disabilities mean to kids who have disabilities?								
14. Can kids who have disabilities be smart?	a. Yes	*	17	100%	21	95%	21	95%
	b. No		0	0%	0	0%	0	0%
	c. I don't know		0	0%	1	5%	1	5%
18. Should students who have disabilities be taught in a different classroom?	a. Yes		3	18%	4	18%	3	14%
	b. No	*	11	65%	12	55%	16	73%
	c. I don't know		3	18%	6	27%	3	14%
19. Can someone who uses a wheel-chair be as smart as someone who doesn't use one?	a. Yes	*	17	100%	19	86%	19	86%
	b. No		0	0%	0	0%	2	9%
	c. I don't know		0	0%	3	14%	1	5%

Table 4. Generic Presentation Of Responses To Survey By Levels Of Integration

The Correct Or Positive Answer Is Marked By An Asterick

See Table 1 For Answers To Demographic Questions

Question	Choice Of Answers		Number Of Responses Level 1	Percent Of Responses	Number Of Responses Level 2	Percent Of Responses	Number Of Responses Level 3	Percent Of Responses
20. Is it fair for a student who has a disability to go to lunch, their locker or bus early?	a. Yes	*	8	47%	8	36%	9	41%
	b. No		6	35%	9	41%	8	36%
	c. I don't know		3	18%	5	23%	5	23%
21. Can kids who have disabilities be included in games at recess?	a. Yes	*	16	94%	20	91%	19	86%
	b. No		0	0%	0	0%	0	0%
	c. I don't know		1	6%	2	9%	3	14%
22. Is it better for a kid who has a disability to go to the same school as his brother and sister instead of a school just for kids who have disabilities?	a. Yes	*	12	71%	12	55%	13	59%
	b. No		3	18%	5	23%	4	18%
	c. I don't know		2	12%	5	23%	5	23%
23. Could a kid who has a disability play a sport better than you?	a. Yes	*	10	59%	13	59%	11	50%
	b. No		2	12%	3	14%	0	0%
	c. I don't know		5	29%	6	27%	11	50%
24. Is it possible, for a kid who is deaf, to make a phone call?	a. Yes	*	12	71%	7	32%	5	23%
	b. No		3	18%	5	23%	9	41%
	c. I don't know		2	12%	6	27%	8	36%

Table 4. Generic Presentation Of Responses To Survey By Levels Of Integration

The Correct Or Positive Answer Is Marked By An Asterick

See Table 1 For Answers To Demographic Questions

Question	Choice Of Answers		Number Of Responses Level 4	Percent Of Responses	Number Of Responses Level 5	Percent Of Responses
5. Can a boy who uses a wheelchair play basketball?	a. Yes	*	15	88%	153	87%
	b. No		2	12%	10	6%
	c. I don't know		0	0%	12	7%
6. Can a girl who is deaf (can't hear) play video games?	a. Yes	*	11	65%	128	73%
	b. No		3	18%	16	9%
	c. I don't know		3	18%	31	18%
7. Can a teacher who is blind (can't see) cook dinner for her family?	a. Yes	*	3	18%	26	15%
	b. No		8	47%	64	37%
	c. I don't know		6	35%	85	49%
8. Have you ever been mean to a person who has a disability?	a. Yes		15	88%	157	90%
	b. No	*	2	12%	10	6%
	c. I don't know		0	0%	8	5%
9. Is it important for desks and tables to be far enough apart for a student using a wheelchair to be able to go between them?	a. Yes	*	11	65%	121	69%
	b. No		2	12%	18	10%
	c. I don't know		4	24%	36	21%
10. Should students with disabilities and students without disabilities learn in the same classroom?	a. Yes	*	11	65%	96	55%
	b. No		2	12%	29	17%
	c. I don't know		4	24%	50	29%

Table 4. Generic Presentation Of Responses To Survey By Levels Of Integration

The Correct Or Positive Answer Is Marked By An Asterick

See Table 1 For Answers To Demographic Questions

Question	Choice Of Answers		Number Of Responses Level 4	Percent Of Responses	Number Of Responses Level 5	Percent Of Responses
11. Are kids who have disabilites left out of activities?						
12. Should kids who are loud or can't sit still learn in a different classroom?	a. Yes		3	18%	110	63%
	b. No	*	11	65%	28	16%
	c. I don't know		3	18%	37	21%
13. Are kids who do not have disabilities mean to kids who have disabilities?						
14. Can kids who have disabilities be smart?	a. Yes	*	15	88%	143	82%
	b. No		1	6%	12	7%
	c. I don't know		1	6%	30	17%
18. Should students who have disabilities be taught in a different classroom?	a. Yes		2	12%	121	69%
	b. No	*	11	65%	30	17%
	c. I don't know		4	24%	24	14%
19. Can someone who uses a wheel-chair be as smart as someone who doesn't use one?	a. Yes	*	15	88%	131	75%
	b. No		2	12%	12	7%
	c. I don't know		0	0%	32	18%

Table 4. Generic Presentation Of Responses To Survey By Levels Of Integration

The Correct Or Positive Answer Is Marked By An Asterick

See Table 1 For Answers To Demographic Questions

Question	Choice Of Answers		Number Of Responses Level 4	Percent Of Responses	Number Of Responses Level 5	Percent Of Responses
20. Is it fair for a student who has a disability to go to lunch, their locker or bus early?	a. Yes	*	5	29%	65	37%
	b. No		8	47%	70	40%
	c. I don't know		4	24%	40	23%
21. Can kids who have disabilities be included in games at recess?	a. Yes	*	16	94%	128	73%
	b. No		0	0%	6	3%
	c. I don't know		1	6%	41	23%
22. Is it better for a kid who has a disability to go to the same school as his brother and sister instead of a school just for kids who have disabilities?	a. Yes	*	4	24%	50	29%
	b. No		7	41%	52	30%
	c. I don't know		6	35%	73	42%
23. Could a kid who has a disability play a sport better than you?	a. Yes	*	8	47%	69	39%
	b. No		3	18%	29	17%
	c. I don't know		6	35%	77	44%
24. Is it possible, for a kid who is deaf, to make a phone call?	a. Yes	*	1	6%	12	7%
	b. No		9	53%	90	51%
	c. I don't know		7	41%	73	42%

Table 5. Generic Presentation Of Responses To Survey Questions By Relationships

The Correct Or Positive Answer Is Marked By An Asterick

See Table 1 For Answers To Demographic Questions

Question	Choice Of Answers		Number Of Responses 15	Percent Of Responses	Number Of Responses 16	Percent Of Responses	Number Of Responses 17	Percent Of Responses
5. Can a boy who uses a wheelchair play basketball?	a. Yes	*	13	81%	19	90%	11	100%
	b. No		0	0%	2	10%	0	0%
	c. I don't know		3	19%	0	0%	0	0%
6. Can a girl who is deaf (can't hear) play video games?	a. Yes	*	13	81%	18	86%	9	82%
	b. No		1	6%	1	5%	1	9%
	c. I don't know		2	13%	2	10%	1	9%
7. Can a teacher who is blind (can't see) cook dinner for her family?	a. Yes	*	5	31%	6	29%	0	0%
	b. No		4	25%	11	52%	6	55%
	c. I don't know		7	44%	4	19%	5	45%
8. Have you ever been mean to a person who has a disability?	a. Yes		13	81%	18	86%	10	91%
	b. No	*	2	13%	2	10%	1	9%
	c. I don't know		1	6%	1	5%	0	0%
9. Is it important for desks and tables to be far enough apart for a student using a wheelchair to be able to go between them?	a. Yes	*	12	75%	17	81%	10	91%
	b. No		1	6%	1	5%	0	0%
	c. I don't know		3	18%	3	14%	1	9%
10. Should students with disabilities and students without disabilities learn in the same classroom?	a. Yes	*	11	69%	7	33%	7	64%
	b. No		1	6%	6	29%	1	9%
	c. I don't know		4	25%	8	38%	3	27%

Table 5. Generic Presentation Of Responses To Survey Questions By Relationships

The Correct Or Positive Answer Is Marked By An Asterick

See Table 1 For Answers To Demographic Questions

Question	Choice Of Answers		Number Of Responses 15	Percent Of Responses	Number Of Responses 16	Percent Of Responses	Number Of Responses 17	Percent Of Responses
11. Are kids who have disabilites left out of activities?								
12. Should kids who are loud or can't sit still learn in a different classroom?	a. Yes		9	56%	7	33%	4	36%
	b. No	*	2	13%	9	43%	2	18%
	c. I don't know		5	31%	5	24%	5	45%
13. Are kids who do not have disabilities mean to kids who have disabilities?								
14. Can kids who have disabilities be smart?	a. Yes	*	15	94%	18	86%	10	91%
	b. No		0	0%	2	10%	1	9%
	c. I don't know		1	6%	1	5%	0	0%
18. Should students who have disabilities be taught in a different classroom?	a. Yes		8	50%	7	33%	7	64%
	b. No	*	2	13%	8	38%	2	18%
	c. I don't know		6	38%	6	29%	2	18%
19. Can someone who uses a wheel-chair be as smart as someone who doesn't use one?	a. Yes	*	14	88%	17	81%	10	91%
	b. No		0	0%	2	10%	0	0%
	c. I don't know		2	13%	2	10%	1	9%

Table 5. Generic Presentation Of Responses To Survey Questions By Relationships

The Correct Or Positive Answer Is Marked By An Asterick

See Table 1 For Answers To Demographic Questions

Question	Choice Of Answers		Number Of Responses 15	Percent Of Responses	Number Of Responses 16	Percent Of Responses	Number Of Responses 17	Percent Of Responses
20. Is it fair for a student who has a disability to go to lunch, their locker or bus early?	a. Yes	*	5	31%	10	48%	4	36%
	b. No		7	44%	5	24%	3	27%
	c. I don't know		4	25%	6	29%	4	36%
21. Can kids who have disabilities be included in games at recess?	a. Yes	*	14	88%	16	76%	11	100%
	b. No		0	0%	0	0%	0	0%
	c. I don't know		2	13%	5	24%	0	0%
22. Is it better for a kid who has a disability to go to the same school as his brother and sister instead of a school just for kids who have disabilities?	a. Yes	*	6	38%	7	33%	5	45%
	b. No		1	6%	5	24%	3	27%
	c. I don't know		9	56%	9	43%	3	27%
23. Could a kid who has a disability play a sport better than you?	a. Yes	*	9	56%	10	48%	8	73%
	b. No		0	0%	1	5%	0	0%
	c. I don't know		7	44%	10	48%	3	27%
24. Is it possible, for a kid who is deaf, to make a phone call?	a. Yes	*	5	31%	2	10%	3	27%
	b. No		4	25%	9	43%	3	27%
	c. I don't know		7	44%	10	48%	5	45%

Table 5. Generic Presentation Of Responses To Survey Questions By Relationships

The Correct Or Positive Answer Is Marked By An Asterick

See Table 1 For Answers To Demographic Questions

Question	Choice Of Answers		Number Of Responses 15, 16	Percent Of Responses	Number Of Responses 15, 17	Percent Of Responses	Number Of Responses 16, 17	Percent Of Responses
5. Can a boy who uses a wheelchair play basketball?	a. Yes	*	61	95%	5	83%	26	96%
	b. No		1	2%	0	0%	0	0%
	c. I don't know		2	3%	1	17%	1	4%
6. Can a girl who is deaf (can't hear) play video games?	a. Yes	*	52	81%	5	83%	22	81%
	b. No		3	5%	0	0%	1	4%
	c. I don't know		9	14%	1	17%	4	15%
7. Can a teacher who is blind (can't see) cook dinner for her family?	a. Yes	*	14	22%	1	17%	4	15%
	b. No		24	38%	1	17%	12	44%
	c. I don't know		26	41%	4	67%	11	41%
8. Have you ever been mean to a person who has a disability?	a. Yes		50	78%	5	83%	25	93%
	b. No	*	6	9%	1	17%	0	0%
	c. I don't know		8	13%	0	0%	2	7%
9. Is it important for desks and tables to be far enough apart for a student using a wheelchair to be able to go between them?	a. Yes	*	54	84%	5	83%	25	93%
	b. No		3	5%	0	0%	1	4%
	c. I don't know		7	11%	1	17%	1	4%
10. Should students with disabilities and students without disabilities learn in the same classroom?	a. Yes	*	44	69%	4	67%	15	56%
	b. No		12	19%	1	17%	6	22%
	c. I don't know		8	13%	1	17%	6	22%

Table 5. Generic Presentation Of Responses To Survey Questions By Relationships

The Correct Or Positive Answer Is Marked By An Asterick

See Table 1 For Answers To Demographic Questions

Question	Choice Of Answers		Number Of Responses 15, 16	Percent Of Responses	Number Of Responses 15, 17	Percent Of Responses	16, 17	
11. Are kids who have disabilites left out of activities?								
12. Should kids who are loud or can't sit still learn in a different classroom?	a. Yes		25	39%	3	50%	15	56%
	b. No	*	24	38%	2	33%	7	26%
	c. I don't know		15	23%	1	17%	5	19%
13. Are kids who do not have disabllities mean to kids who have disabilities?								
14. Can kids who have disabilities be smart?	a. Yes	*	60	94%	5	83%	27	100%
	b. No		0	0%	0	0%	0	0%
	c. I don't know		4	6%	1	17%	0	0%
18. Should students who have disabilities be taught in a different classroom?	a. Yes		45	70%	5	83%	17	63%
	b. No	*	14	22%	1	17%	5	19%
	c. I don't know		5	8%	0	0%	5	19%
19. Can someone who uses a wheel-chair be as smart as someone who doesn't use one?	a. Yes	*	62	97%	5	83%	26	96%
	b. No		0	0%	1	17%	0	0%
	c. I don't know		2	3%	0	0%	1	4%

Table 5. Generic Presentation Of Responses To Survey Questions By Relationships

The Correct Or Positive Answer Is Marked By An Asterick

See Table 1 For Answers To Demographic Questions

Question	Choice Of Answers		Number Of Responses 15, 16	Percent Of Responses	Number Of Responses 15, 17	Percent Of Responses	16, 17	
20. Is it fair for a student who has a disability to go to lunch, their locker or bus early?	a. Yes	*	39	61%	1	17%	17	63%
	b. No		15	23%	5	83%	5	19%
	c. I don't know		10	16%	0	0%	5	19%
21. Can kids who have disabilities be included in games at recess?	a. Yes	*	56	88%	5	83%	23	85%
	b. No		0	0%	0	0%	0	0%
	c. I don't know		8	13%	1	17%	4	15%
22. Is it better for a kid who has a disability to go to the same school as his brother and sister instead of a school just for kids who have disabilities?	a. Yes	*	33	52%	4	67%	12	44%
	b. No		13	20%	1	17%	5	19%
	c. I don't know		18	28%	1	17%	10	37%
23. Could a kid who has a disability play a sport better than you?	a. Yes	*	42	66%	3	50%	9	33%
	b. No		4	6%	1	17%	4	15%
	c. I don't know		18	28%	2	33%	14	52%
24. Is it possible, for a kid who is deaf, to make a phone call?	a. Yes	*	18	28%	1	17%	4	15%
	b. No		25	39%	4	67%	13	48%
	c. I don't know		21	33%	1	17%	10	37%

Table 5. Generic Presentation Of Responses To Survey Questions By Relationships

The Correct Or Positive Answer Is Marked By An Asterick

See Table 1 For Answers To Demographic Questions

Question	Choice Of Answers		Number Of Responses All	Percent Of Responses	Number Of Responses None	Percent Of Responses
5. Can a boy who uses a wheelchair play basketball?	a. Yes	*	61	92%	21	88%
	b. No		2	3%	1	4%
	c. I don't know		3	5%	2	8%
6. Can a girl who is deaf (can't hear) play video games?	a. Yes	*	56	85%	19	79%
	b. No		3	5%	2	8%
	c. I don't know		7	11%	3	13%
7. Can a teacher who is blind (can't see) cook dinner for her family?	a. Yes	*	18	27%	5	21%
	b. No		21	32%	12	50%
	c. I don't know		27	41%	7	29%
8. Have you ever been mean to a person who has a disability?	a. Yes		51	77%	21	88%
	b. No	*	11	17%	1	4%
	c. I don't know		4	6%	2	8%
9. Is it important for desks and tables to be far enough apart for a student using a wheelchair to be able to go between them?	a. Yes	*	55	83%	17	71%
	b. No		3	5%	3	13%
	c. I don't know		8	12%	4	17%
10. Should students with disabilities and students without disabilities learn in the same classroom?	a. Yes	*	45	68%	11	46%
	b. No		9	14%	4	17%
	c. I don't know		12	18%	9	38%

Table 5. Generic Presentation Of Responses To Survey Questions By Relationships

The Correct Or Positive Answer Is Marked By An Asterick

See Table 1 For Answers To Demographic Questions

Question	Choice Of Answers		Number Of Responses All	Percent Of Responses	Number Of Responses None	Percent Of Responses
11. Are kids who have disabilites left out of activities?						
12. Should kids who are loud or can't sit still learn in a different classroom?	a. Yes		36	55%	11	46%
	b. No	*	18	27%	8	33%
	c. I don't know		12	18%	5	21%
13. Are kids who do not have disabilities mean to kids who have disabilities?						
14. Can kids who have disabilities be smart?	a. Yes	*	65	98%	23	96%
	b. No		1	2%	0	0%
	c. I don't know		0	0%	1	4%
18. Should students who have disabilities be taught in a different classroom?	a. Yes		49	74%	14	58%
	b. No	*	11	17%	1	4%
	c. I don't know		6	9%	9	38%
19. Can someone who uses a wheel-chair be as smart as someone who doesn't use one?	a. Yes	*	60	91%	22	92%
	b. No		4	6%	0	0%
	c. I don't know		2	3%	2	8%

Table 5. Generic Presentation Of Responses To Survey Questions By Relationships

The Correct Or Positive Answer Is Marked By An Asterick

See Table 1 For Answers To Demographic Questions

Question	Choice Of Answers		Number Of Responses All	Percent Of Responses	Number Of Responses None	Percent Of Responses
20. Is it fair for a student who has a disability to go to lunch, their locker or bus early?	a. Yes	*	38	58%	12	50%
	b. No		17	26%	8	33%
	c. I don't know		11	17%	4	17%
21. Can kids who have disabilities be included in games at recess?	a. Yes	*	62	94%	19	79%
	b. No		1	2%	2	8%
	c. I don't know		3	5%	3	13%
22. Is it better for a kid who has a disability to go to the same school as his brother and sister instead of a school just for kids who have disabilities?	a. Yes	*	37	56%	13	54%
	b. No		11	17%	7	29%
	c. I don't know		18	27%	4	17%
23. Could a kid who has a disability play a sport better than you?	a. Yes	*	43	65%	14	58%
	b. No		7	11%	4	17%
	c. I don't know		16	24%	6	25%
24. Is it possible, for a kid who is deaf, to make a phone call?	a. Yes	*	16	24%	4	17%
	b. No		29	44%	12	50%
	c. I don't know		21	32%	8	33%